DOCUMENT RESUME

ED 457 595 EA 031 356

AUTHOR Brown, Kathleen M.; Anfara, Vincent A., Jr.; Hartman, Kimberly J.; Mahar, Robert J.; Mills, Rebecca

TITLE Professional Development of Middle Level Principals: Pushing the Reform Forward.

PUB DATE 2001-04-11

NOTE 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001). Funding for interview transcripts was provided through a Grant-in-Aid of Research from Temple University, Office of the Vice-Provost for Faculty.

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Middle Schools; *Principals; Professional Continuing Education; *Professional Development

ABSTRACT

Although middle-level school principals are essential to current school reform, their professional development is one of its most neglected aspects. Research, literature, and support in this area are scarce and poorly coordinated. This paper reports on research done to create a conceptual framework within which characteristics for effective professional development could be identified. Some characteristics are that development should be directed toward local school needs; should involve participants in program planning, implementation, and evaluation; should put the principal into the role of learner; and should involve mentoring of principals in their school settings. Data collection was done using surveys and semistructured interviews with 175 middle-level principals. Central questions included: What do they now want and need to learn? Where do they want to learn it? and How will they learn it best? Results show that professional development for middle-level principals should be based on their expressed needs; should involve them in the planning, implementing, and evaluation of such activities; should take place in a supportive cohort structure; should be long-term and backed by time, money, and resources from the district; and should be conducted by competent presenters who utilize adult-learning processes in addressing practical issues. (Contains 47 references.) (RT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

EA

ED 457 595

Professional Development of Middle Level Principals:

Pushing the Reform Forward

Kathleen M. Brown, Ed.D.
University of North Carolina at Chapel Hill
BrownK@email.unc.edu

Vincent A. Anfara, Jr., Ph.D.
Temple University
vanfara@astro.ocis.temple.edu

K. Brown

Kimberly J. Hartman, Ph.D.
University of North Carolina at Charlotte
Khartman@email.uncc.edu

1

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Robert J. Mahar, Ed.D.
Temple University

Rebecca Mills, Ed.D.
University of Nevada, Las Vegas
rmills@ccmail.nevada.edu

Paper presented at the American Educational Research Association's Annual Meeting.
April 10-14, 2001, Seattle, Washington

Research in Middle Level Education SIG
Pushing Middle School Reform Forward: Roles for Teachers and Principals
Wednesday, April 11, 2001
4:05-6:05 PM
Westin Cascade Ballroom, 1B

[Note: No portion of this paper may be cited without permission from one of the authors.]

Funding for interview transcriptions was provided through a Grant-in-Aid of Research from Temple University, Office of the Vice-Provost for Faculty.

EA031356

BEST COPY AVAILABLE

Professional Development of Middle Level Principals: Pushing the Reform Forward

Introduction

School principals are deemed essential to current school reform, yet the rhetoric about their importance is often unaccompanied by sufficient attention either to what knowledge and skills they need or how they will learn what is needed to effectively lead a school community. As Murphy (1992) discussed, issues related to the professional development of school administrators are rooted in preparation programs that have been highly criticized in recent years. More importantly, the continuing education of school administrators is reported to be in even worse shape than the initial preparation programs (Hallinger & Murphy, 1991).

Adding to the complexity of the "onerous and ambiguous" (Johnson, 1994) role of the principal, there is substantial literature on the instructional leadership component of principals' work (Krug, 1992), the principals' facilitator role (Chamley, Caprio, & Young, 1994), the necessary interpersonal skills (Parks & Barrett, 1994), and participatory management/leadership tenets (Payzant & Gardner, 1994). But while this literature begins to outline what principals in reforming schools should do, it does not suggest how they will learn to do these things.

Because of this major redefinition of the principalship, principals are faced with needs for new job knowledge and skills (see Anfara, Brown, Mills, Hartman, & Mahar, 2000). Securing an administrative certificate and completing a graduate degree has often been viewed as the end of formal training with subsequent professional development

being somewhat hit or miss. If today's principals want to be truly effective and escape the ever-present danger of professional obsolescence, they must regularly participate in appropriate professional development activities throughout their careers. Daresh and Playko (1992) add, "it takes hard work to learn the art, science, and craft of educational administration, and it takes a similar amount of hard work to keep the needed leadership skills well tuned over time" (p. xi).

The professional development of school administrators has been described in the literature as "a wasteland," "meager," "neglected," "poverty stricken," "one of the worst slums," and "deplorable." But as Olivero (1982) stated, "Of all educators, principals may have greater needs for renewal than anyone else. For better or ill, the bulk of educational improvement rests on the shoulders of the principal, the very person who has been neglected for so long" (p.341). It should not be forgotten that it is difficult to anticipate what developmental skills, attitudes, and knowledge are necessary to do the job. This is why inservice is often a remedial action, after there is an "ouch" (Olivero & Armistead, 1981, p. 105).

Administrators in middle level schools face even more complex problems. In addition to dealing with instructional leadership, participatory management/leadership, school renewal planning and reporting, school-based budgeting and financial management, and a host of other issues, middle level principals must be knowledgeable about young adolescents and what structures are deemed essential for the "good" middle school (see Carnegie Task Force on Education of Young Adolescents, 1989; Clark & Clark, 1990; Jackson & Davis, 2000; NMSA, 1995). Indeed, few middle school principals are specifically prepared to work with young adolescents and have received no

preparation in the instructional and organizational needs of a middle school. In 1992 Thistle and O'Connor found that only five states reported special certification requirements for middle level principals: Colorado, Kentucky, North Dakota, Rhode Island, and Virginia. In short, attention needs to be given to the impact of middle level restructuring and reform on school administration, not just on classroom teaching.

As a result of this recent awareness and focus on school administrators, three major policy implications have emerged: (1) strengthen the preservice preparation of aspiring principals by improving certification requirements and formal academic work, (2) improve the process of selecting principals, and (3) improve and increase the professional development opportunities for practicing principals. This paper focuses on the third of these policy issues—the professional development (inservicing) of practicing middle level principals.

Little systematic study has been done on the inservice educational needs of school leaders. We assume that school leadership is important, but know relatively little about how leadership can be supported or strengthened. It is to these ends that this research is dedicated. And as Daresh and Playko (1992) noted, "widely disseminated professional education journals contain few reports of original research related to administrator inservice" (p.131). The major questions we ask are: (1) WHAT do middle level principals want and need to know in order to make the organizational and instructional changes that accompany middle level reform?; (2) WHERE do middle level principals learn?; and (3) HOW do middle level principals learn best?

For the purposes of this study, we define professional development rather narrowly as inservice education that consists of learning opportunities that are provided

to individuals while they are actually engaged in a job. These opportunities may be directed specifically at helping a person to perform the duties of a particular job more efficiently or effectively, or they may be directed toward the personal growth and development of the person performing a job.

Review of Literature

While many researchers acknowledge the need for inservice for administrators, little research exists regarding inservice needs specific to those administrators who are working at the middle school level. The need for specificity to meet principals' needs is not new; yet, the absence of substantive research and inservice training is alarming. Answers to the what, where, and how questions regarding middle level administrators' access to inservice are scarce at best.

Occasionally, principals have been asked to talk about what they perceive as their own needs for inservice activities. Hunter and Morrison (1978) in an NAESP study asked several principals from different parts of the country to respond to the problems and issues they saw as most pressing. Madeline Hunter, who was then principal at University Elementary School at UCLA, responded that principals must possess six "action pattern" skills: educational leadership, decision making, political adroitness, adult and student leadership, organization and management, and the ability to deal with stress (1978). Basically, Hunter asserted that the principal is responsible for … "teaching (not telling) teachers to become better teachers, parents to become better teammates in their child's learning, students to become better learners, district office personnel to become better colleagues in the educational enterprise, and citizens to become better supporters of education" (p.11). While these attributes are necessary for administrators, without

specific inservice training in these skills, too much responsibility falls on the shoulders of principals, many of whom are already overworked and dealing with many societal ills facing American schools.

According to Barth (1984), "most staff development has been something done to principals by others" (p.93). Because inservice has been an outside construct, principals sometimes have resisted it. Today, more principals are engaging voluntarily as learners and are showing leadership and exercising ownership in their professional growth. Without inservice opportunities, these self-directed principals must engage in learning in isolation and without the support of collegiality offered by appropriate inservice education. Recognizing that "principals have a disproportionate influence on what teachers teach and students learn" (Barth, 1984, p.156), an increase in professional development opportunities for practicing principals is a must. Additionally, we know that time for reflection is critical to professional growth and improvement. Meaningful inservice for middle level principals should build in reflective time to garner maximum participant growth.

Caldwell (1986) reported that "comprehensive renewal programs for administrators have been slower in developing that those for teachers" (p.174). This may be because more research-based knowledge about effective teaching exists than does research about effective leadership. Administrators are busy implementing changes and providing inservice for teachers and are likely to neglect their own professional growth. Often at the district level, very little encouragement and/or financial consideration is given to comprehensive administrator development. Significant change in behavior and

increased competency in leadership skills is expected to take place merely by exposing principals to new ideas and motivational speakers.

In an attempt to assist administrators, Joyce and Showers (1983) discussed coaching as a promising inservice practice. Coaching occurs immediately after learning a new skill and is guided by experts or accomplished by other trainees who are organized into learning teams for this purpose. In addition to providing companionship and technical feedback, coaching allows trainees to analyze the application of a skill and to determine the appropriate occasion to use and to determine the newly learned strategies, understanding both the long- and short-term effects.

Another principal inservice strategy suggested by Zumwalt (1982) involves the use of case studies for the following reasons: (1) to connect alternative courses of action with states of nature in order to optimize utilities and outcomes, (2) to stimulate deliberation about ends and means, (3) to highlight the judgmental and complex nature of the principalship, (4) to stimulate self-analysis, and (5) to prevent stagnation. (excerpted from pp.224-240). The case study training method has been used extensively in business at the Harvard Business School. Case studies are brief, varied, and often fragmented as are many of the daily occurrences in a middle school. Rich descriptions found in case studies can be used to highlight the day-to-day discontinuity, complexity, and diversity of the principalship.

Schools of Education have been criticized for not adequately preparing administrators for the daily act of administering a school. Principal preparation programs must move away from the "cookbook mentality" (Richardson & Lane, 1994, p.14) to a "learning mentality" in the preparation of school leaders with the ability to use critical

analysis. Principals learn most of what they know on the job. Thus, inservice becomes a necessity. Inservice efforts, while well intended, have not always met the specific needs of middle level principals. Like all principals, middle level administrators face complexities in dealing with the general administrative duties. In addition, they must deal with young adolescents who are changing more rapidly than at any other period of their lives, with parents who are often perplexed by the changes and challenges of their children, and with teachers who may or may not want to teach at the middle level and who may or may not be adequately prepared to teach young adolescent learners. Specific inservice for middle level administrators is crucial to their personal success and to the continued growth and success of middle schools.

Conceptual Framework

As noted earlier the primary purpose of any inservice development for school administrators is to increase professional and personal effectiveness while simultaneously increasing organizational effectiveness. But as Caldwell (1986) noted, common practices in staff development for principals tend to be short term, content loaded, and appropriate for awareness-level conceptual development but not for the ongoing nature necessary to build skills or lead to substantial behavioral change.

In reviewing the literature on the professional development of principals (Evans & Mohr, 1999; Lawrence, 1974; McLaughlin & Marsh, 1978; Neufeld, 1997; Olivero & Armistead, 1981; Paul, 1977; Seiler, 1993), certain characteristics emerged that are considered to be essential for effective professional development. Additionally, assumptions underlying the professional development of administrators were uncovered. These characteristics of effective professional development and the underlying

assumptions were used as the conceptual framework for the analysis of the qualitative data collected. Information supplied by the middle level principals in their interviews and survey responses was compared to these characteristics and assumptions.

According to the literature (Hutson, 1981; Lawrence, 1974; McLaughlin & Marsh, 1978; Paul, 1977), effective professional development for school administrators: (1) is directed toward local school needs; (2) involves the participants in the planning, implementation, and evaluation of programs; (3) is based on participant needs; (4) utilizes adult learning processes, rather than passive techniques such as lectures; (5) is part of a long-term, systematic staff development plan (rather then a one-shot, short-term program); (6) must be backed up by the commitment of time, money, and other material resources from the school district; (7) provides evidence of quality control and is delivered by competent presenters; (8) enables participants to share ideas and give assistance to one another; (9) addresses participants' needs, interests, and concerns; (10) makes rewards and incentives, both intrinsic and extrinsic, evident to program participants; (11) is scheduled during school hours; and (12) requires ongoing evaluation.

To this list of 12 characteristics, Neufeld (1997) identified five additional characteristics of effective principal professional development: (1) the principal is put in the role of learner; (2) the professional development should take place in a supportive cohort structure; (3) training is developmental (over a long period of time, with practice, review and refinement of skills); (4) reflection is important in the context of the individual school; and (5) mentoring of principals in their school setting. Finally, to this list we add the contributions of Olivero and Armistead (1981) who state that participants

must have opportunities to experience and to evaluate new behaviors in a safe environment; this is referred to as "protected dissonance" (Evans & Mohr, 1999, p.532).

St. John and Runkel (1977) and Evans and Mohr (1999) both discuss assumptions that accompany administrator inservice. These assumptions include: (1) principals foster more powerful faculty and student learning by focusing on their own learning; (2) focused reflection takes time away from "doing the work," and yet it is essential; (3) new learning depends on protected dissonance (a safe environment in which to test beliefs, etc); (4) every school district, every school, and every administrator needs to improve the quality of performance and service; (5) all educational personnel can benefit from some form of effective inservice training; (6) it is equally important to capitalize on strengths through professional development as it is to focus on improving weaknesses; and (7) both the school district and individual administrators have responsibilities for professional development in order to promote improved performance and goal attainment.

Methodology

This study of middle level principals employed a dominant-less dominant research design (Creswell, 1994) with qualitative methods as the dominant paradigm. This study is part of a larger research project on middle level principalship, designed to explore and further the knowledge base related to the nature of the middle level principalship. Research questions included: (1) WHAT knowledge do practicing middle level principals need?; (2) WHERE is the knowledge obtained that is used to make the organizational and instructional changes that accompany middle level reform efforts?; and, (3) HOW should this professional development knowledge be delivered?

Data Collection

Data were collected using surveys and semi-structured interviews. Initially surveys were sent to 175 middle level principals in the states of Pennsylvania, New Jersey, and North Carolina. Ninety-eight surveys (56%) were returned and useable for data analysis. The surveys gathered information related to the principals': (1) educational, professional, and personal background; (2) knowledge of middle school philosophy; (3) experience with school reform and change; (4) attitudes toward parent involvement in school; (5) and knowledge of special education issues.

The survey contained both open and closed-ended questions. Responses, which were scaled, were then analyzed using descriptive statistics. Unscaled (open-ended) responses were clustered into themes or categories. The descriptive statistics, used throughout the analysis, help confirm the findings. From the pool of survey respondents, 42 principals indicated that they were willing to be interviewed. Nineteen of these forty-two principals work in schools recognized as "blue ribbon" schools by the U.S. Department of Education. It is important to note that the 42 interviewees are highly representative of the larger sample of survey respondents with regard to gender, age, experience, race/ethnicity, prior school experience, and the like. These in-depth, semi-structured interviews allowed the middle level principals to expand upon their survey responses, discuss more freely what it means to be a middle level principal, and to explain their understanding of effectiveness in relation to middle level leadership. The researchers attempted to follow the dictates of phenomenological interviews, "to let them [middle level principals] tell us what we need to know rather than to ask them what we

think, a priori, we would like to know" (Pollio, 1991, p.4). The interviews were tape-recorded and transcribed for purposes of analysis.

Research Context

Keefe, Clark, Nickerson and Valentine (1983) described the typical effective principal as "a man…between the ages of 45 and 54 who has spent 10 to 14 years as a principal, 9 to 11 of which have been in his current school. The effective principals appear to be older and more experienced than the norm for middle level principals. They spend more time in professional growth activities…and are active in professional associations" (p.11). The typical middle level principal in this study is a white male (78%), 48 years of age who holds a master's degree (73%) obtained in the 1970s and 1980s (80%). He is a seasoned educator with 13 years of teaching experience and prior administrative experience as an assistant principal (70%). He is certified at the secondary level (67%) and has not received any formal training in issues related specifically to middle schools (59%).

Sixty-six percent of the principals who participated in this study are members of NASSP with only 38% belonging to the National Middle School Association (NMSA). Sixty-six percent are committed to administering a middle school for no longer than five years. When assessing the responses of the participants in this study, it is important to note that Pennsylvania, New Jersey, and North Carolina do not recognize middle school certification for school administrators. According to the laws in each state, a principal who is licensed at either elementary, secondary, or K-12 levels may administer a middle school. A more complete portrait of the sample used in this study is available in Table 1.

Table 1: Portrait of Participating Middle Level Principals
(n=98)

RACE/ETHNICITY	• White 76 (78%) • Black 9 (9%) • Hispanic 1 (1%) • Not Reported 12 (12%)			
GENDER	• Male 76 (78%)	• Female 22 (22%)		
AGE	Range= 28-65 years Mean= 48 years old			
HIGHEST DEGREE (n=80)	• MEd 31 (39%) • MA/MS 27 (34%) • EdD 18 (23%) • PhD 3 (3%) • BSEd 1 (1%)			
YEAR OF DEGREE	1960s 3 (3%)	1970s 36 (37%)	1980s 42 (43%)	1990s 17 (17%)
CERTIFICATION	• Secondary 60%	• Elementary 26%	• K-12 14%	
TEACHING EXPERIENCE	Range=2.5-25 years Mean=13 years			
PRIOR ADMINISTRATIVE EXPERIENCE	• Assistant Principal 68 (70%) • Administrative Assistant 13 (13%) • Curriculum Specialist 8 (8%) • No Prior Administrative Experience 9 (9%)			
ADMINISTRATIVE EXPERIENCE IN YEARS	Range= 1-31 years Mean= 9 years Mode= 1 year (11 respondents)			
TENURE FOR MIDDLE SCHOOL APPOINTMENT	• 1-3 Years: 21 (21%) • 4-5 Years: 45 (45%) • 6-10 Years: 20 (20%) • 10+ Years: 15 (14%)			
FORMAL MIDDLE SCHOOL TRAINING	No 58 (59%)		Yes 40 (41%)	
MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS (top five reported)	• NASSP 65 (66%) • ASCD 55 (56%) • NMSA 35 (36%) • STATE MSA 20 (20%) • PDK 18 (18%)			

The typical middle school in this study was public (100%), included grades six through eight (65%), and was located in a suburban setting (70%). As noted in Table 2, principals reported widespread use of teaming (88%), interdisciplinary teaching (83%), transition programs (76%), exploratory curriculum (73%), and block/flexible scheduling (59%).

Table 2: Middle School Demographics
(n=98)

SCHOOL LOCATION	Suburban 68 (70%)	Urban 19 (19%)	Rural 11 (11%)	
GRADE CONFIGURATION	6-8 63 (65%)	5-8 15 (15%)	7-8 9 (9%)	7-9 11 (11%)
TYPE OF SCHOOL	Public 98 (100%)	Private 0 (0%)	Other 0 (0%)	
MIDDLE SCHOOL PROGRAMS IMPLEMENTED	• Teaming 86 (88%) • Interdisciplinary Teaching 81 (83%) • Transition Programs 74 (76%) • Exploratory Curriculum 72 (73%) • Block/Flexible Scheduling 58 (59%) • Advisory 38 (39%)			

Data Analysis

The process of data analysis began with repeated readings of the transcripts and the compilation of survey results. Each researcher read and reread the data to identify "the repetitive refrains, the persistent themes" (Lightfoot, 1983, p.15), to code the data according to these emerging themes, and to make sense of the whole in terms of the context. The five researchers involved in this project met to discuss and debate their individual interpretations of the data. Themes were compared and tested against the data collected. Wasser and Bresler (1996) noted that processes such as those we followed involve "multiple viewpoints…held in dynamic tension" (p.6) and referred to this process as the "interpretive zone." After much discussion the themes that are presented in this study emerged, meeting the test of honoring the middle level principals' experiences.

Integrity of Data and Analysis

To help ensure the internal validity or dependability (Lincoln & Guba, 1985) of our results, we used triangulation of interview and survey data, the presentation of verbatim quotes, the use of multiple researchers (and coders), audit trails (Merriam,

1988), and member checks. The themes presented in this article were "member checked" by 12 of the 42 principals interviewed.

Analysis

In today's schools, the principal's role has become increasingly more complex and arduous. Dealing with competing expectations and the dilemmas inherent in simultaneously managing and leading make supervising instruction, being accessible, delegating, accepting responsibility, and so on, very difficult challenges. According to Butterfield and Muse (1993), "these changes and demands have been caused by growing legal interpretations, effective schooling research, legislative enactments, increased demands for accountability, the revolution in classroom technology and expectations for site-based management and restructuring" (p. 4). Consequently, several of today's educational leaders, who received certification or licensure several years ago, are simply not prepared for these new demands; they lack the skills and knowledge required to meet the needs dictated by restructuring and reform. Middle level leaders are not exempt from this trend (i.e., 80% of this study's participants received their administrative degree in the 1970s and 1980s). They are charged with molding exemplary middle school characteristics into meaningful experiences and programs designed to enhance the social, emotional, physical, moral, and intellectual growth of young adolescents, but they often lack the preparation necessary to do so. As a result, it has become clear that middle school principals need to continually update their knowledge base in order to understand and facilitate the process of change and to develop the depth of human relations skills required to successfully enhance student learning – the ultimate purpose of professional development.

Many of the principals interviewed for this study are aware of the substantial changes in their roles, but they wonder **what, where and how** they will learn what they need to know to effectively lead their school communities. The updated literature begins to outline what they should do, but it does not suggest how or where they will learn to do these things. Where and how will they learn to create a shared vision, foster collaborative and team relationships among staff members, allocate resources, provide the information that teachers need to be successful with young adolescents, and promote teacher development? As Payzant and Gardner (1994) noted, "strong collaborative and instructional skills have replaced strong bureaucratic skills as important qualities needed for effective school principals" (p.11). Principals, once trained to be managers, are now expected to be leaders assuming new roles and responsibilities. In light of this, the practicing middle level principals in this study were asked to consider **what** they now want and need to learn, **where** they want to learn it, and **how** they will learn it best. A description of the professional development activities necessary to enhance their capacity for leadership follows.

WHAT Do Middle Level Principals Want and Need to Learn?

As stated earlier, shifting conditions and new images under which schools and principals operate require new skills and new learning. In attempting to understand and adapt to the effects of their changing role, we asked the principals to identify areas in which they lack knowledge, understanding, and/or strategies for dealing with the changes. By analyzing the transcriptions, we discovered that the principals were clear and consistent about what they needed to learn to forward the middle school reform agenda. In particular, principals spoke about needing further knowledge and skill in: (1) creating a

respectful, collaborative, collegial school culture; (2) understanding, implementing, and assessing newly proposed approaches to teaching and learning at the middle school level; and (3) remaining current (up-to-date) organizationally, legally, financially, and technologically. These three common areas are articulated below with an explanation of what the principals meant when they talked about these essential areas.

1) How to nurture collegial and collaborative learning environments. Site-based curriculum development and the empowerment of teachers are focusing attention on school culture (Barth, 1988), and the necessity for collegial and collaborative work environments is being highlighted (Fullan & Hargreaves, 1991; Sarason, 1990). Many of the middle level principals seem aware of this and are seeking information that relates to staff collegiality, cooperative efforts, participatory decision making, and attitudes toward change and professional growth. They recognize that the traditional managerial role of independence and isolation is incongruent with the middle school philosophy aimed at creating interdependence. Principals know the task at hand, but they want to know **how** to accomplish the task. How do you get people talking *to* rather than *at* each other? How do you identify the power of existing cultures, knowledge, and role relationships that may impede or support change? How do middle level principals interact with teachers, parents, other community members, and students, and actually engage *all* as a cohesive unit that works toward the school's vision, goals, and objectives?

Middle level principals want to develop strategies with which to accomplish goals and assess progress toward involving others in decision making so that all can learn the collaborative process. They need insight into their natural approaches to interacting with

people because, as many of these principals explain, nurturing collegial and collaborative learning environments is not easy. As two participants stated:

> We need some realistic leadership qualities like the ability to utilize power in a constructive way … like being able to accurately assess the culture and climate of a building and the political ramifications that impact it … the ability to understand the environment (political, community) of how your school is operating and be able to deal with other constituencies and be proactive in decision making and problem solving … see the big picture. We need to learn resourcefulness, vision and how to reach out and create collaborative partnerships with businesses, communities, families, universities, to find other funding through grant writing.

> A necessary component of professional development would be skills and strategies for creating working relationships between teams and teachers. You know, you are asking adults who primarily have spent their life independently to form teams and collaborate among five or six of them. We need a course on team building and pulling together staff of different backgrounds, interests, motivation, and characteristics to form good working relationships.

> [Note: 80% of this study's participants are implementing teaming, 83% are implementing interdisciplinary teaching, and 59% are implementing flexible/block scheduling.]

2) How to implement and assess new instructional methods and strategies. To meet ever-changing instructional challenges, a systematic life-long exposure to instructional methods and strategies is very important. Most of the principals in our sample realize this and desire additional knowledge and skill in the area of program implementation and assessment. Some report that they are unfamiliar with the pedagogy and curriculum that their teachers are trying as part of middle school reform, and they want and need to know more. They are asking for professional development in the new approaches to teaching and learning so that they can then assess the potential value of programs that they might adopt. Once new teaching reforms are underway, more than half of the principals interviewed stated that they need new knowledge about assessment in order to monitor the implementation and understand whether the reforms are effective.

They describe their commitment to actually use the information gained from professional development for classroom application and improvement of instruction:

> I think we need constant staff development on the latest instructional skills … cooperative learning, looping, special education rules and regulations, strategies in dealing with kids with different discipline issues, IEPs, and differentiated instruction would certainly be high on my list for professional development for administrators.
>
> Principals of the past were more managers and coaches with excellent interpersonal skills, but they did not need to know or did not know curriculum. Today principals need to know the curriculum due to the pressure of accountability.
>
> You never stop learning. I think we need continued interest and education in current practice ... you can get stuck very quickly unless you keep up with what's happening, what's going on. So, we need to continue to learn, to continue to have that energy and enthusiasm for the instructional side.

This concern led principals to a related middle school concept in which they reported needing new knowledge and skill – adolescent development and psychology (i.e., only 41% of this study's participants have had any formal middle level training). They advise that more research be done on "what successful middle schools are doing in terms of scheduling, classroom management, cooperative learning, inquiry groups, and really meeting the needs of their adolescent students." Others concur:

> We need more information on the psychology of the middle school student … on teaming, scheduling, patience, and understanding of the needs of each student. We need more technology, drug and gang awareness, middle school philosophy stuff, and things related to kids' developmental issues.
>
> There is definitely not any instruction [specifically] for middle school administrators. There needs to be some distinction according to grade levels. The administrators need some instruction in the different levels - emotional, social, and academic … philosophies are different for different grade levels. What is the middle school philosophy?

3) How to remain current organizationally, legally, financially, and technologically. In addition to their instructional duties, middle level principals today are

expected to take responsibility for school improvement planning and reporting, school-based budgeting and financial management, appointment, development and evaluation of staff, as well as establishment of and cooperation with school advisory councils, crisis management teams, and district level solicitors. Knowledge of the latest technology, experience with various middle school scheduling configurations, and a thorough grasp of the special education regulations is just expected. Cafeteria, boiler room, and air quality inspections are now part of the daily routine. When asked specifically what they need and are currently not getting by way of professional development, practicing middle level principals identified the following areas:

> *Technology.* Being able to stay with the times and find ways to bring technology into the school. Use of technology as a tool as we grow and change, use of teleconferencing with other schools, electronic monitoring activities, distance learning opportunities for staff … How to use technology as a tool for the administrative concerns? How to incorporate technology as an instructional tool? How to integrate technology with content? How to get students to use technology for research purposes, for generating reports and multimedia projects?
>
> *Law and Finance.* More up-to-date school law, special education regulations, balance between being an educational leader and manager and dealing with legalities and budgeting. We need more hands-on practice with school finance, school law, curriculum and instruction, teaming, personnel, organizational issues and disaggregating test data.
>
> *Facilities and Safety.* Inservice, wow, could be really dynamic. There is so much that we need. The whole realm of violence in society has changed and there is a desperate need for administrators to learn not only about how to avoid it, but also all the safety issues that have come into you facilities as a whole.

Synopsis: What do middle level principals want and need to learn? The principals interviewed in our study are learning to lead middle schools that often challenge existing ideas about school organization, technological advancements, diverse climates, and teaching, learning, curriculum and assessment. To do so, principals find themselves needing a new set of strategies and skills to forward the reforms and bring along their

teachers and communities. Professional development can help them acquire new techniques and identify additional issues, themes, and areas for training. Having stressed the content of what principals want and need to know, we now turn to a discussion of where they may or may *not* learn the new information.

WHERE Do Middle Level Principals Learn?

According to Seller (1993), professional development in the field of education has traditionally been narrowly interpreted. "If the professional development was an ongoing activity, it meant that the educator was enrolled in a university program and attended a series of courses. Other professional development activities were usually a series of events, most often guest speakers and workshops, which were, at best, loosely connected by a theme or subject focus" (p.22). More specifically, Barth (1986) contended that professional development for principals has been a 'wasteland.' "Principals take assorted courses at universities, attend episodic inservice activities within their school systems, and struggle to elevate professional literature to the top of the pile of papers on their desks. Many attend, few succumb, fewer learn" (p.156).

Consequently, district inservice and university course work have left many principals unsatisfied and unprepared. They find it hard to believe that professional development will ever be engaging let alone helpful to them in running their schools. The reality is that many middle level principals must rely to a great extent on "on-the-job training" for their most effective professional development. Components of effective inservices (see conceptual framework, pp.8-10) are scarce in district-based staff development programs for principals, often highlighting only the managerial side of the

principal's role, if at all. Some of the principals report a lack of professional development opportunities offered at the district, state, and national levels:

> Does it [inservice training for middle level principals] exist in this district? I don't think it does … there needs to be some follow up after initial preparation.

> You run into a problem with that. Improving the training of middle level principals, that usually doesn't happen. There's an assumption that's wrong. The assumption is that because principals hold administrative positions, they already know what they need to know, so the districts don't bother to train them. They just let them go. They've been very helpful in developing programs for teachers but there've been very few in terms of programs for administrators … There isn't much out there for middle school principals to go to. I'm not getting the interaction with other administrators, locally or regionally, at the same level that would be helpful to me. I'm not receiving as much as I should.

> I feel that my needs are not being met. They [professional organizations] don't help, I help myself. They send pamphlets or they send magazines or they send short brochures with information. But, if you don't read it, you don't learn. If you read it and don't understand it, you don't learn. So, even if they provide information, they don't help you grow as a person. They do nothing to help you grow as a person. They have memberships across the US and they have offices and so forth but they spread themselves too thin … they are not able to walk into a district and inservice principals.

> [Note: 66% of this study's participants belong to NASSP, 56% are members of ASCD, and only 36% belong to NMSA.]

Fortunately, Seller (1993) states that the range of professional development activities is now being expanded to include not only the traditional activities, but also practices that support collegiality and cooperation. For impact to occur, ideas gained from speakers, workshops, or articles must by examined within the school context. Most of the principals in our sample realize the importance of finding the time to attend workshops, seminars and national conventions in order to upgrade their skills and rejuvenate themselves. Since none (0%) of the middle level administrators in this study have specific middle level certification, they are asking for their professional development needs to be assessed and addressed. They would like to see more cohesiveness and less fragmentation

in their development. The principals are asking for more in-house offerings combined with the necessary incentives for them to pursue the required professional development through graduate coursework and active participation in national, state, and regional middle level association-sponsored programs.

> I belong to ASCD, NASSP, NMSA, the local MSA, Phi Delta Kappa … I believe they bring me valuable current information, collegiality, opportunities to do presentations and hear other presentations, opportunities to expose my staff, national exposure to best practices … validates what we do.

> Its important to belong to the organizations. They keep me abreast of what's going on in the field, the latest research being done. The articles are helpful, very timely … helps me keep in touch with the Middle School philosophy and changes. Also gives me a network. I wish we did more, like get together with other middle school principals in the area four or five times a year. We could form a middle level consortium and develop our own little agenda about what we need to improve ourselves.

> First of all, the leadership in the school district has to assess and determine the needs of the existing middle school principals … some kind of way, either through a survey, questionnaire of some kind or by on site observations and then bring in or prepare inservices in the areas that need to be shored up in terms of administrative skills ... for example, writing and communication skills.

> By taking advantage of going to conferences, getting new ideas to implement, reading their publications (if you have time). I go to hear people talk about how they handle situations similar to mine. We need more regional conferences … more could go if they were closer in proximity. Local conferences are easier to get to and not as expensive as opposed to the national conferences that are difficult to get to and expensive.

HOW Do Middle Level Principals Learn Best?

Having identified some of the content (what) and professional organizational (where) needs of middle level principals today, we now turn to a discussion of the structures and pedagogical strategies (how) that might maximize principals' learning. Our purpose was to identify aspects of principal professional development activities that seem more or less useful for middle level principals engaged in reform. Having experienced a

wide variety of formal and informal inservice opportunities, the practicing principals were in a position to assess their own learning, provide insight into what assisted them, and report the ways that were most beneficial in helping them with their work.

Based on the interviews and the literature surrounding professional development, we were able to identify four components of how middle level principals learn best. The methods which have the most potential to support continuous professional growth include: (1) identification of needs and involvement in planning; (2) reflection within the school context and sharing with other colleagues; (3) systematic development supported by district time, money and resources; and (4) competent instructors using practical, adult learning processes. All four characteristics address the necessity for relevant and practical learning opportunities designed to meet the professional needs of middle level administrators.

1) Identification of needs and involvement in planning. In order to foster directly applicable knowledge and skills, practitioners need to be seriously involved in all aspects of program development and instruction; they need to accept responsibility and ownership for their own learning, and they need to demonstrate rigor and inventiveness in planning and refining. Middle level principals have the same desires. They want to take charge of their own education by regularly enrolling in university courses and training programs to upgrade their skills, they want to engage in intellectual dialogues and debate, and they want to determine their own professional needs and growth.

Given the opportunity to participate in the inservice planning process, recipients feel empowered and more open to learn. True learning must be something principals do,

not something others do *to* or *for* them. Principals were clear when describing their preferred learning styles and identifying their different interests and needs:

> When principals go to inservices at the superintendent's level or cluster level, they resist because they see it all coming from the top down. People who create the inservices should identify the areas that need improvement and then discuss these issues with the building level administrators. They can't continue to start from the top down.
>
> Instead of attending mandated seminars, ask the administrators what they need and want, as opposed to the uselessness of the seminars we have to attend.
>
> Rather than the district telling me I have to attend, I need to figure out what I need to attend myself. I would rather participate in study groups and discuss books with other administrators. I need the time and opportunity to read.

2) Reflection within the school context and sharing with other colleagues. A 1985 study of managers showed that they learned 50 percent of their jobs on the job, 20 percent from education and training, and the remaining 30 percent from coworkers, bosses, and mentors (Zembe, 1985). To fully realize that last 30 percent, principals must network with their peers and take advantage of the expertise of their fellow colleagues. Principals regard their cohort experience as primary to their learning. In a recent study of expressed needs of urban middle school principals, Neufeld (1997) found that principals "came to rely on their colleagues as individuals with whom they could share their shortcomings as well as their strengths, as individuals who could assist them and whom they could assist" (p.504).

Many of the principals interviewed for this study also value the opportunity to be givers as well as receivers of ideas, services, and skills. The process of being helpful, of sharing experiences with colleagues, of becoming a resource for others is one of the most powerful ways for principals to generate insight into their own work. Their desire to converse frequently, to talk at length about what they do and why they do it, to discuss

areas of leadership, substantiates Evans and Mohr's (1999) point that while principals' learning is personal, it takes place most effectively while working in groups. As middle level principals attempt different approaches, they obviously need the opportunity to discuss adaptations they make and to solve problems they encounter.

> Its good to hear that other people have the same problems I do … colleague interaction is good … come back feeling refreshed. The camaraderie and spirit of being with people who do the same thing as I do is great. You get a bigger picture of where you are and it gives you more of a reality basis instead of just relying on yourself.

> Seminar kinds of programs where they bring practicing and perspective administrators together and they have an opportunity to talk and exchange ideas. We need discussion more in the trenches … collaboration with other colleagues … hearing those nuances, the way others do something … having access to different districts, documents, handbooks and things like that.

> Networking … need support of a critical group of friends, people you can call … share strategies and ideas, dialogue professionally, problem solve, vent, etc.

In addition to networking with supportive colleagues, many middle level principals desire instruction on how to become reflective and analytical about their own learning and leadership style. With the school campus as their focal point, they want to question their practice, think about why they engage in certain activities, and attempt authentic change. According to Johnson (1994), we "must confront practitioners with contentious ideas and conflicting explanations of events. Only then will they foster independent thinking and promote a true spirit of inquiry and reflection in the field of school administration" (p.16).

Many of the practicing middle level principals in our sample desire to learn more about themselves and want to become reflective practitioners who participate in collaborative activities and collegial strategies. By encouraging different ways of thinking about common problems, by transforming school problems into opportunities

for school improvement, by offering opportunities for shared problem solving and reflection, and by providing a context of mutual support and trust in which personal relationships may be established and developed, professional development offerings can be very effective. The principals acknowledge that even though focused reflection takes them away from the work, it is essential. After all, "by far the most significant learning experiences in adulthood involve critical self-reflection – reassessing the way we have posed problems and reassessing our own orientation to perceiving, knowing, believing, and acting (Mezirow & Associates, 1990, p.13).

> Reflecting on practice, understanding team building, understanding systems and organizational structures … very important, critical for success.
>
> Needs for professional development can be met best by convincing principals that they can take the time to go … we need to grow professionally and personally … to do this job effectively, we need to truly understand ourselves, our motives, our biases … this takes time and reflection.
>
> We need time to be able to read and digest the volumes of work that are coming out, time to be able to sit and discuss with colleagues, time to go to conferences and come back and implement instead of picking up the pieces.

3) Systematic development supported by district time, money and resources. "One of the paradoxes of professional development is that it can be both energy and time depleting and energy and time replenishing" (Barth, 1986, p.157). Too often, though, the inservice experience seems to fade surprisingly quickly with little to no real benefit. Districts and professional organizations would be wise to keep this in mind and recognize that it is important for development to be ongoing, to be part of the normal set of routines. Principals need time to read, understand, and reflect on research about instructional issues in order to make sound educational decisions. They need training that is proactive, that takes place over a long period of time and provides opportunities for

them to try new skills in their schools, review their impact, discuss them at the next inservice session, and then attempt refinements. Utilizing a systematic approach with specific objectives and intrinsic incentives for participation will help middle level principals learn to take risks, to forward the reform efforts, and to improve schools for students. Participants expressed strongly the need for a supportive district culture that provides them with opportunities to observe, consult with and be mentored by the best, to be rewarded for making sustainable changes, and to be encouraged to take risks ("protected dissonance").

> The best knowledge I got was working as an Assistant Principal under a great mentor. I observed his decision-making, problem solving, and delegation/ monitoring skills. I found that shadowing another principal who really understands the concepts of middle school is invaluable. I suggest pulling the best people and setting up mentoring programs where you can be exposed to a variety of different leadership styles.
>
> Give an administrator as a mentor time to work with somebody … time to think, time to talk, time to plan, those types of things … give an overall view of what administration is like. In terms of sharing, it's good for the mentor to re-evaluate what and why they are doing certain things.
>
> It's a time issue with me. It's like how much am I going to devote myself to these inservices? What am I going to get out of it? When I'm there, I'm away from the building so there's a trade off there. Will the district be supportive?
>
> National organizations can't know what each school district needs … that's a local concern that school districts ought to take upon themselves. They should know what the communal personalities happen to be and what they want, like going out to into the field and observing other administrators. Why stay within our own district? Why not offer incentives?

4) Competent instructors utilizing practical, adult learning processes. Evans and Mohr (1999) stated that "teaching principals how to lead schools by giving them predigested 'in-basket' training hardly leads to new thinking about leadership, teaching,

or learning" (p.531). They believe that "learning experiences for principals must be intellectually rigorous and provoke the questioning of long-held assumptions" (p.531). In other words, effective professional development is no longer an event done "for" or done "to" administrators. The mode of instruction must be designed to accomplish more than mere transmission of information. Principals must be placed in the role of genuine learner and prodded the rethink their goals, purposes, knowledge and skills.

Competent trainers actually model problem solving approaches, get the principals engaged in their own learning, and ask a lot of why and how questions. Good instructors role-play exercises and then encourage analysis of administrative thinking and reflection based on true-to-life case studies and personal experiences. Different sets of problems are used for self-conscious analysis of administrative responses. Quality professional development programs demand that participants identify and evaluate alternative ways of fulfilling their responsibilities, challenge them to reflect on the effects of value judgements and preconceptions of administrative action, and encourage principals to make adaptations where necessary. Practicing middle level principals don't want to be told what to do. They'd rather be provoked to think about their reasons for their actions and to consider (assess) the impact of those actions. Participants share multiple ways in which trainers can structure activities so that principals can practice components of their new roles, identify strengths and weaknesses, and bridge the glaring gaps in knowledge.

> How to do this, how to do that … instead of telling me how to do, I would have liked to experience it myself. Somebody reading a book at me doesn't work. I would like to see a lot more hands-on activities … actually opening up my eyes.

> Practical, practical, practical … theory builds a base, but the practical skills are equally important. We need interaction with others and more on-the-job experiences … exercises need to be connected to the real world, we need opportunities to apply theory.

> Go and observe … do it versus talking about it … get out, see what others are doing, develop usable rosters and flexible schedules, plan budgets, order supplies, work with a team of teachers in getting parents involved … we need actual experience in certain areas to be able to feel competent and we need quality instructors or trainers to help us … those who know how it really is.

Synopsis: How do middle level principals learn best? Under what conditions will middle level principals become committed, sustained, lifelong learners in their important work of forwarding reform? There seems to be some general agreement in several areas. Principal's knowledge, skill, and sense of efficacy can be enhanced by professional development that incorporates and values the following:

(1) Professional development for middle level principals should be based on their expressed needs and should involve participants in the planning, implementing and evaluating of such activities.

(2) Professional development for middle level principals should take place in a supportive cohort structure that promotes reflection on local school needs and sharing among fellow colleagues.

(3) Professional development for middle level principals should be long-term and backed by time, money and resources from the district.

(4) Professional development for middle level principals should be conducted by competent presenters who utilize adult learning process in addressing practical issues.

Concluding Discussion

Barth (1986) believes that if we can devise ways to help principals "reflect thoughtfully and systematically upon the work they do, analyze that work, clarify their

thinking through spoken and written articulation, and engage in conversations with others about that work, they will better understand their complex schools, the tasks confronting them, and their own styles as leaders" (p.160). This exploration of practicing middle level principals and their perceptions of professional development demonstrates agreement.

Most of the interviewees acknowledge that understanding practice is an important precondition for improving practice and that an integral part of improving the effectiveness of the school necessitates that professional development be an ongoing process. However, as Little (1993) reminded us, the process is complicated, takes time, and requires models of good practices and coaching support. It works best in the company of others and in an environment that encourages risk taking designed to improve student learning.

A visual presentation of the influences upon the professional development of middle level principals would see three fundamental sources interacting to provide the knowledge/skills necessary to administering a middle school. These three are further linked to an environment setting of supplemental—yet critical—influencing factors (see Figure 1).

Insert Figure 1 Here

The prime areas of Figure 1, including (1) the knowledge base, (2) personal/ professional assessment, and (3) the world of practice, become the foundation of sound development for the middle level principal. This paradigm for program building must

then be set in an environment of the multiple affecting agents in the societal and professional world as identified in the figure.

We must continue to discuss and explore the what, where and how of principals' professional development. While the voice of the principal is typically absent in the planning or study of professional development, this study focused on that voice and acknowledged that involving principals in their own development is both desired and warranted. Findings also indicate that continuous education of middle school principals can be useful in the rapidly changing, increasingly complex environment of today's middle level schools.

In conclusion, the format, questions, and challenges of preparing middle level principals continue to seek a focus and answers. The reform agenda will not find all the answers in past practices. A new paradigm must be the goal in educational administration program and preparation models.

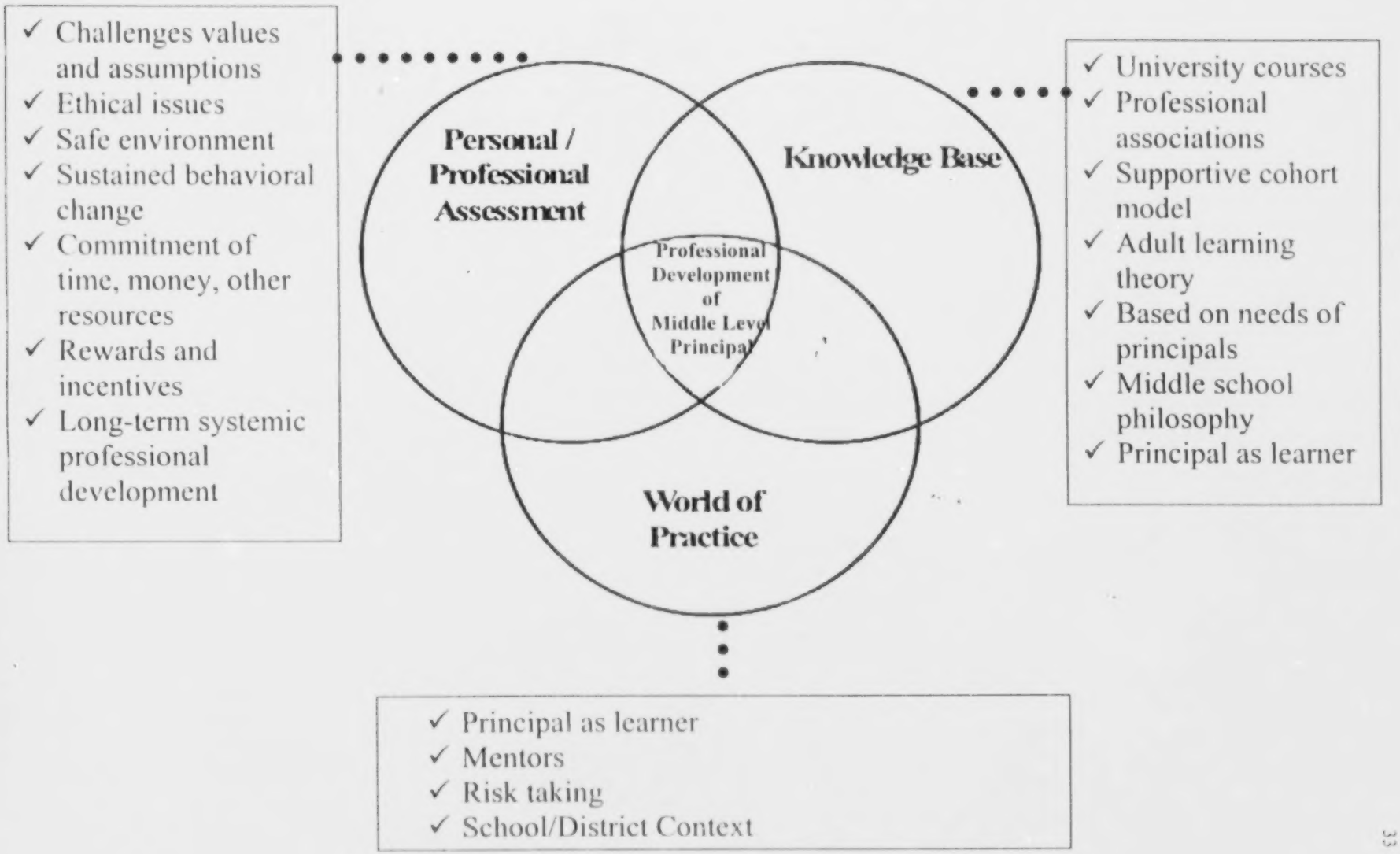

Figure 1: An Illustration of the Influences upon Professional Development of Middle Level Principals

References

Anfara, V., Brown, K., Mills, R., Hartman, K., & Mahar, R. (2000). Middle level leadership for the 21st century: Principals' views on essential skills and knowledge; Implications for successful preparation. Unpublished paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.

Barth, R.S. (1984, October). The principalship. Educational Leadership 42(4), 93-94.

Barth, R.S. (1986). Principal centered professional development. Theory Into Practice, 25(3), 156-160.

Barth, R.S. (1988). School: A community of leaders. In A. Lieberman (Ed.), Building a professional culture in schools (pp.129-147). New York: Teachers College Press.

Butterfield, D., & Muse, I. (1993). District administrators' assumptions about principal training: Fact or fiction? Connections 2(1), 4-5.

Caldwell, S. (1986). Effective practices for principals' inservice. Theory into Practice, 25(3), 174-178.

Carnegie Task Force on Education of Young Adolescents. (1989). Turning points: Preparing American youth for the 21st century. Washington, DC: Carnegie Council on Adolescent Development.

Chamley, J., Caprio, E., & Young, R. (1994). The principal as catalyst and facilitator of planned change. NASSP Bulletin, 78(560), 1-7.

Clark, D., & Clark, S. (1990). Restructuring middle schools: Strategies for using Turning Points. Schools in the Middle: Theory into Practice. Reston, VA: National Association of Secondary School Principals.

Clark, V. (1986). The effectiveness of training principals using the deliberative orientation. Peabody Journal of Education, 63(1), 187-195.

Creswell, J. (1994). Research design: Qualitative & quantitative approaches. Thousand Oaks, CA: Sage.

Daresh, J., & Playko, M. (1992). The professional development of school administrators: Preservice, induction, and inservice applications. Boston, MA: Allyn and Bacon.

Evans, P., & Mohr, N. (1999). Professional development for principals: Seven core beliefs. Phi Delta Kappan, 80(7), 530-532.

Fullan, M., & Hargreaves, A. (1991). What's worth fighting for?: Working together for your school. Toronto: Ontario Public School Teachers' Federation.

Hallinger, P., & Murphy, J. (1991). Developing leaders for tomorrow's schools. Phi Delta Kappan, 72(7), 514-520.

Hunter, M., & Morrison, S. (1978). What's going on around here? Twelve principals talk about preservice, inservice, and other woes. National Elementary School Principal, 57(3), 9-19.

Hutson, H. (1981). Inservice best practices: The learnings of general education. Journal of Research and Development in Education, 14, 1-10.

Jackson, A. & Davis, G. (2000). Turning points 2000: Educating adolescents in the 21st century. New York, NY: Carnegie Corporation.

Johnson, N. (1994). Educational reforms and professional development of principals: Implications for universities. The Journal of Educational Administration, 32(2), 5-20.

Joyce, B., & Showers, B. (1983). Power in staff development through research on training. Alexandria, VA: Association of Supervision and Curriculum Development.

Keefe, J., Clark, D., Nickerson, N., Valentine, J. (1983). The middle level principalship: Volume II: The effective middle level principal. Reston, VA: National Association of Secondary School Principals.

Krug, S.E. (1992). Instructional leadership: A constructivist approach. Educational Administration Quarterly, 28(3), 430-443.

Lawrence, G. (1974). Patterns of effective inservice education. Tallahassee, FL: Florida Department of Education.

Lightfoot, S. (1983). The good high school: Portraits of character and culture. New York: Basic Books.

Little, J.W. (1993). Teachers' professional development in a climate of educational reform. Educational Evaluation and Policy Analysis, 15(2), 129-151.

Lincoln, Y., & Guba, E. (1985). Naturalistic inquiry. Beverly Hills, CA: Sage.

McLaughlin, M., & Marsh, D. (1978). Staff development and school change. Teachers College Record, 80, 69-94.

Merriam, S. (1988). Case study research in education: A qualitative approach. San Francisco: Jossey-Bass.

Mezirow, J., & Associates. (1990). Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning. San Francisco: Jossey Bass.

Murphy, J. (1992). The landscape of leadership preparation: Reframing the education of school administrators. Newbury Park, CA: Corwin Press, Inc.

National Middle School Association. (1995). This we believe. Columbus, OH: Author.

National Policy Board for Educational Administration. (1989). Improving the preparation of school administrators: The reform agenda. Charlottesville, VA: Author.

Neufeld, B. (1997). Responding to the expressed needs of urban middle school principals. Urban Education, 31(5), 490-509.

Olivero, J.L. (1982). Principals and their inservice needs. Educational Leadership, 39, 340-344.

Olivero, J.L., & Armistead, L. (1981). Schools and their leaders—Some realities about principals and their inservice needs. NASSP Bulletin, 65(447), 103-110.

Parks, D., & Barrett, T. (1994). Principals as leaders of leaders. Principal, 74(2), 11-13.

Paul, D. (1977). Change processes at the elementary, secondary, and post-secondary levels. In J. Culbertson & N. Nash (Eds.), Linking processes in educational improvement (pp.132-155) Columbus, OH: University Council for Educational Administration.

Payzant, T.W., & Gardner, M. (1994). Changing roles and responsibilities in a restructuring school district. NASSP Bulletin, 78(560), 8-17.

Pollio, H. (1991, Fall). Hermes in the classroom: Interpreting what expert teachers say about teaching (Teaching-Learning Issues, No. 69). Learning Research Center, University of Tennessee.

Richardson, M., & Lane, K. (1994). Reforming principal preparation: From training to learning. Catalyst for Change, 23(2). 14-18.

Sarason, S.B. (1990). The predictable failure of educational reform. San Francisco: Jossey Bass.

Seller, W. (1993). New images for the principal's role in professional development. Journal of Staff Development, 14(1), 22-26.

St. John, W.D, & Runkel, J.A. (1977). Professional development for principals: The worst slum of all? National Elementary Principal, 56(4), 66-70.

Thistle, M., & O'Connor, J. (1992). Teachers' and principals' attitudes. Paper presented at the annual meeting of the California Educational Research Association. San Francisco, CA.

Wasser, J., & Bresler, L. (1996). Working in the interpretive zone: Conceptualizing collaboration in qualitative research teams. Educational Researcher, 25(5), 5-15.

Zembe, R. (1985). The Honeywell studies: How managers learn to manage. Training (August), 22.

Zumwalt, K. (1982). Research on teaching: Policy implications for teacher education. In Lieberman, A., & McLaughlin, M (Eds.). Policy making in education-Eighty-first yearbook of the national society for the study of education (pp. 215-248). Chicago: The National Society for the Study of Education.